

## Term Information

Effective Term Summer 2013

## General Information

Course Bulletin Listing/Subject Area Arts and Sciences  
Fiscal Unit/Academic Org ASC Administration - D4350  
College/Academic Group Arts and Sciences  
Level/Career Undergraduate  
Course Number/Catalog 2797.02  
Course Title Contemporary India  
Transcript Abbreviation Contemporary India  
Course Description This interdisciplinary course introduces students to contemporary India, with a focus on the foundational diversities of Indian society, culture, religion, politics, and economy. Students will also critically reflect on how their study abroad has impacted their understanding of India and our contemporary world.  
Semester Credit Hours/Units Fixed: 3

## Offering Information

Length Of Course 7 Week  
Flexibly Scheduled Course Always  
Does any section of this course have a distance education component? No  
Grading Basis Letter Grade  
Repeatable No  
Course Components Lecture  
Grade Roster Component Lecture  
Credit Available by Exam No  
Admission Condition Course No  
Off Campus Always  
Campus of Offering Columbus

## Prerequisites and Exclusions

Prerequisites/Corequisites  
Exclusions

## Cross-Listings

Cross-Listings

## Subject/CIP Code

Subject/CIP Code 24.0101  
Subsidy Level General Studies Course  
Intended Rank Freshman, Sophomore

## Quarters to Semesters

**Quarters to Semesters**

New course

**Give a rationale statement explaining the purpose of the new course**

New decimal subdivision for Education Abroad course Contemporary India

**Sought concurrence from the following Fiscal Units or College**

## Requirement/Elective Designation

General Education course:

Education Abroad (new)

## Course Details

**Course goals or learning objectives/outcomes**

- Acquire an understanding of the foundational diversities of contemporary India
- Develop critical thinking skills by analyzing course materials and field experiences
- Develop communications skills through essays, class discussions, presentations, and the collective sharing of their experiences in India
- Recognize and describe similarities, differences, and interconnections between India and the U.S. through analysis of course materials and participation in class discussions
- Function effectively within India by taking a course at the University of Hyderabad, living in student housing, and participating in field visits and other excursions
- Articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in India via journals, blogs, and group discussions

**Content Topic List**

- Spatial Diversity of India
- Historical Diversity
- Indian Philosophy
- Institutions of Governance/Contemporary Indian Politics
- Religion and Politics
- Muslim Communities
- Caste in Contemporary India
- Indian Economy
- Trends in Indian Literature
- Popular Culture
- Development Concerns: Environment
- Urban Space in Contemporary India
- Indians Abroad

**COURSE REQUEST**  
2797.02 - Status: PENDING

Last Updated: Vankeerbergen, Bernadette  
Chantal  
11/28/2012

**Attachments**

- Syllabus Contemporary India.docx  
*(Syllabus. Owner: Hanlin, Deborah Kay)*
- GE rationale Oct 2012.docx: GE Ratioanle  
*(GEC Model Curriculum Compliance Stmt. Owner: Hanlin, Deborah Kay)*
- GE Assessment Plan.docx  
*(GEC Course Assessment Plan. Owner: Hanlin, Deborah Kay)*
- Rationale for Credit Hours.docx  
*(Other Supporting Documentation. Owner: Hanlin, Deborah Kay)*

**Comments**

**Workflow Information**

Status	User(s)	Date/Time	Step
Submitted	Hanlin, Deborah Kay	11/19/2012 11:41 AM	Submitted for Approval
Approved	Vankeerbergen, Bernadette Chantal	11/19/2012 11:48 AM	Unit Approval
Approved	Heysel, Garrett Robert	11/27/2012 10:10 PM	College Approval
Pending Approval	Nolen, Dawn Jenkins, Mary Ellen Bigler Vankeerbergen, Bernadette Chantal Hogle, Danielle Nicole Hanlin, Deborah Kay	11/27/2012 10:10 PM	ASCCAO Approval

**Course Title:** Contemporary India

**Contact Hours:**

- Lectures: 16 lectures of 2 hours each [32 hours]
- Field Visits: 2 visits of 8 hours each [16 hours]
- Discussion Sections: 6 sessions of 2 hours each [12 hours]
- Research Presentations: 2 sessions of 2 hours each [4 hours]

**Instructor:** TBA [will be a faculty member from the University of Hyderabad]

**Course Description**

This interdisciplinary course introduces students to contemporary India, with a focus on the foundational diversities of Indian society, culture, religion, politics, and economy. Many observers, both Indian and non-Indian, have noted the seeming paradoxes of modern India: the world's largest democracy is challenged by ongoing hierarchies of power and status; rapid GDP growth continues alongside stark economic inequalities; powerful movements for social justice contend with the rise of repressive religious nationalisms. Rather than seeing such tensions as essentially "Indian," this course investigates the specific historical and contemporary conjunctures that have shaped Indian realities.

In the process, this course will ask OSU students to critically reflect on how their study abroad has impacted their understanding of India and our contemporary world. Beyond relying solely on Western representations of India, students will attempt to see India through Indian eyes.

**Course Objectives**

Students will:

- Acquire an understanding of the foundational diversities of contemporary India.
- Develop critical thinking skills by analyzing course materials and field experiences.
- Develop communications skills through essays, class discussions, presentations, and the collective sharing of their experiences in India.

**GE Education Abroad Objectives**

By living and studying outside the U.S, students acquire and develop a breadth of knowledge, skills, and perspectives across national boundaries that will help them become more globally aware.

Students will:

- Recognize and describe similarities, differences, and interconnections between India and the U.S. through analysis of course materials and participation in class discussions.
- Function effectively within India by taking a course at the University of Hyderabad, living in student housing, and participating in field visits and other excursions.
- Articulate how their time abroad has enriched their academic experience by documenting and reflecting upon their experiences in India via journals, blogs, and group discussions.

**Required Texts** [available through the University of Hyderabad campus bookstore and library]

- Bipan Chandra Aditya Mukherjee and Mridula Mukherjee, 2008, *India Since Independence*, [Delhi, Penguin Publications, 2008].
- Neil deVotta, ed. *Understanding Contemporary India*, [London: Lynn Reinner Publications, 2010].
- Course reader provided.
- One work of Indian fiction of the student's choice.

**Course Requirements and Grades**

- Class Participation: 15% Students are expected to attend all classes. This course will include both lecture and discussion, and to receive a high participation grade, students are expected to attend class having completed the readings and prepared to discuss them with fellow students.
- Book Review: 15% Students must submit a 600 word review of an Indian novel by the end of the second week. A selective list of authors will be provided.
- Research Paper and Presentation: 40% [5% research proposal, 10% oral presentation, 25% written essay]: Students must submit a 2000 word research paper on a topic of their choice. Research proposals should be submitted by the end of the first week, and will be revised with instructor's feedback during the second week. Presentations will be scheduled during week 4, and the final paper will be due on the last day of class.
- Experiential Self Reflection: 30% [10% journal entries; 20% blog posts]. Students will reflect on their experiences through (a) journal entries and (b) photo/video blog posts. Journal entries will consist of one entry per week of 150-200 words, reflecting on any subject of the students' choice. For photo/video blog posts groups of 3-4 students will choose from a list of provided topics (Urban Spaces; Religious Sites, etc.) and post photos, videos and/or written reflections (1 post per week) based on their experiences in Hyderabad.

**Grading Scale**

Grades will be calculated according to the following scale:

A+: 97.5% and above    B+: 87.5% and above    C+: 77.5% and above    D+: 67.5% and above  
 A: 92.5% and above    B: 82.5% and above    C: 72.5% and above    D: 60% and above  
 A-: 90% and above    B-: 80% and above    C-: 70% and above    E: below 60%

## Course Policies

- Disability: Students with disabilities that have been certified by the Office for Disability Services will be appropriately accommodated, and should inform the instructor as soon as possible of their needs. The Office for Disability Services is located in 150 Pomerene Hall, 1760 Neil Avenue; telephone 292-3307, TDD 292-0901; <http://www.ods.ohio-state.edu/>
- Academic Misconduct: It is the responsibility of the Committee on Academic Misconduct to investigate or establish procedures for the investigation of all reported cases of student academic misconduct. The term academic misconduct includes all forms of student academic misconduct wherever committed; illustrated by, but not limited to, cases of plagiarism and dishonest practices in connection with examinations. Instructors shall report all instances of alleged academic misconduct to the committee (Faculty Rule 3335-5-487). For additional information, see the Code of Student Conduct ([http://studentaffairs.osu.edu/resource\\_csc.asp](http://studentaffairs.osu.edu/resource_csc.asp)). Here is a direct link for discussion of plagiarism: [http://cstw.osu.edu/writingCenter/handouts/research\\_plagiarism.cfm](http://cstw.osu.edu/writingCenter/handouts/research_plagiarism.cfm) Here is the direct link to the OSU Writing Center: <http://cstw.osu.edu>

## Course Structure

This course will have four components.

- Lectures: 16 classes of two hours duration.
- Interactive Discussion Sessions: 6 sessions of two hours, in which students discuss course materials and experiential self reflection.
- Field Visit and Study Tour: 2 of day long duration (One historical tour of the city and the other one to the working of an NGO in a nearby region)
- Research Presentations by students: 2 afternoon sessions in the fourth week.

## Topical Outline

Lectures are from 10:30-12:30; discussions are from 2:00-4:00 on selected days

### Week 1

M    Lecture 1: Spatial Diversity of India  
       Discussion 1  
 T    Lecture 2: Historical Diversity  
 W    Lecture 3: Indian Philosophy  
       Discussion 2  
 Th    Lecture 4: Institutions of Governance/Contemporary Indian Politics

F Lecture 5: Religion and Politics

Week 2

M Lecture 6: Muslim Communities  
Discussion 3

T Lecture 7: Caste in Contemporary India

W Lecture 8: Identity Issues: Adivasis  
Discussion 4

Th Lecture 9: Identity Issues: Gender

F Field Visit 1

Week 3

M Lecture 10: Indian Economy: An Overview  
Discussion 5

T Lecture 11: Trends in Indian Literature

W Lecture 12: Popular Culture

Th Lecture 13: Development Concerns: Environment

F Field Visit 2

Week 4

M Lecture 14: Development Concerns: Agrarian Issues  
Discussion 6

T Lecture 15: Urban Space in Contemporary India

W Lecture 16: Indians Abroad

Th Research Presentations

F Research Presentations

**Recommended readings: (For research papers and additional references)**

Dreze, J and Amartya Sen (1995) *India: Economic Development and Social Opportunity*, Delhi: Oxford University Press.

Guha, Ramchadra (2007) *India After Gandhi: History of the World's Largest Democracy*, Delhi: Picador India.

Gadgil, Madhav and Ramchadra Guha (2000) *Ecology and Equity: The Use and Abuse of Nature in Contemporary India*, Delhi: Penguin India.

Harris-White, Barbara (2002, 2009) *India Working: Essays on Society and Economy*, Delhi: Cambridge University Press.

Luce, Edwards (2006) *In Spite of the Gods: The Strange Rise of India*, London: Penguin-Abacus.

Menon, Nivedita and Aditya Nigam (2007) *Power and Contestation: India Since 1989*, London: Zed Books.

Menon, Nivedita (1999) *Gender and Politics in India*, Delhi: Oxford University Press.

Rothermund, Dietmar (2008) *India: The Rise of an Asian Giant*, New Heaven: Yale University Press.

Srinivas, M.N. (2000) *Caste: Its Twentieth Century Avatar*, Delhi: Penguin India.

Tharoor, Shashi (2007) *The Elephant, The Tiger and The Cellphone: Reflections on India in the Twenty First Century*, Delhi: Penguin India.

Uberoi, Patricia (1994) *Family, Kinship and Marriage in India*, Delhi: Oxford University Press.

Online journals through the HCU library intranet

<http://www.library.uohyd.ernet.in:8000/>

Web based resources

<http://india.gov.in/>

<http://www.censusindia.net>

<http://www.columbia.edu/cu/lweb/indiv/southasia/cuvl/>

<http://www.vl-site.org/india/index.html>

<http://www.indiaenvironmentportal.org.in/>



## GE Rationale

1. How does this particular course promote recognition of and reflection on the similarities, differences, and interconnections between the students' host country/countries and the U.S.?
  - Students will engage in an intensive study of contemporary India based on course lecture and discussion, reading, and site visits. The experiential self-reflection assignments will ask students to situate their growing knowledge of contemporary India in relation to what they know about the United States, and to draw connections between the two countries.
2. What aspects of this particular course insure that the students learn how to function effectively within their host country/countries?
  - Students will live in dorms at the University of Hyderabad.
  - They will interact with a professor from the university who will be teaching the course.
  - Students will visit locations inside and outside the city, where they will interact with a wide variety of people.
  - Students will be encouraged to travel to various neighborhoods in the city as part of completing their experiential self-reflection assignments.
3. In what ways will the students' time abroad enrich their academic experience?
  - The course provides an interdisciplinary introduction to contemporary India, and the writing, speaking, and critical thinking skills learned in the course will be relevant to the students overall academic experience.
  - The experience of living and studying in a foreign country will encourage students to think critically about their own experiences and the world around them.

## GE Assessment Plan

Please explain the end-of-course assignment for your course. Also briefly answer the following questions: Once you collect the data on student achievement, how will you use it to make course improvements? How will the information be archived and made available to future instructors?

1. The end-of-course assignment consists of a portfolio of work created by students as part of the experiential self-reflection component of the course. During the semester, students will reflect on their experiences by writing weekly journal entries and creating weekly photo/video blog posts. [For details on these assignments, please see the syllabus.] The end-of-course assignment will ask students to compile a portfolio of three entries that showcase their work over the semester. The Faculty Resident Director (who will be a faculty member from Ohio State) will assess these portfolios using the scoring rubric.
2. Once data on student achievement has been collected, we will assess whether there are any areas of weakness in student learning. Once the instructor is aware of the weaknesses, s/he can be sure to focus on these issues with future students, and if necessary, re-design the experiential self-reflection assignments to work on improving areas of weakness.
3. A document summarizing the results of the assessment can remain on file at the study abroad office, where it will be available to future instructors.

Rationale for Credit Hours: Study Abroad in Hyderabad, India

We request that the course be **3 credit hours**.

The course has the following required, instructor-led activities:

- Lectures: 16 lectures of 2 hours each [32 hours]
- Discussion Sections: 6 sessions of 2 hours each [16 hours]
- Research Presentations: 2 sessions of 2 hours each [4 hours]

Total hours of instructor-led activity: **48 hours [2880 minutes]**

In addition, students will be expected to participate in a number of non-instructor led activities including two field visits (8 hours each), experiential self-reflection activities, and homework.

A three-credit course requires 2,250 minutes of formal instruction. This course has at least the equivalent of three credit hours, which is what we request